

from *Dust Tracks on a Road* by Zora Neale Hurston

Open-Book Test

Multiple Choice and Short Answer

Write your answers to all questions in this section on the lines provided.
For multiple-choice questions, circle the letter of the best answer.

1.

In the excerpt from *Dust Tracks on a Road*, Hurston relates that she regarded the white people passing by with curiosity. Explain the reason for her curiosity and cite a detail from the text that supports your answer.
2.

Hurston explains that her grandmother worried very much about Hurston’s “forward ways.” Explain why she was so worried. What detail in the text supports this view?
3.

What do you think the dust tracks in the title symbolize? Explain your answer.
4.

The Negro school was a curiosity to visitors because there was little contact between races at the time the writer describes. Cite details from the text that show the attitude of the white visitors at the school.
5.

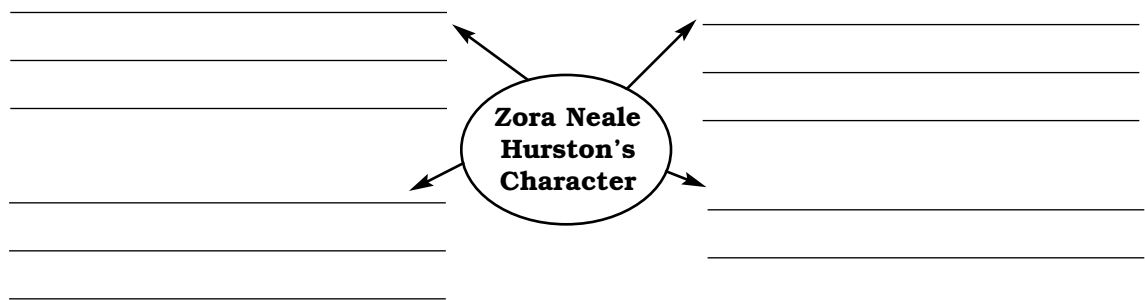
Why were the ladies so impressed with Hurston? Explain your answer, citing evidence from the autobiography as support. To organize your thoughts, complete this chart. In column 1, write things Zora did or said when the ladies visited the classroom. In column 2, write yes or no to indicate whether this was unusual behavior and explain your response.

What Zora Did or Said	Was the Behavior Unusual?

6. Hurston presents her critical feelings about school to show that being educated is not dependent on loving school. Support or refute this view, citing details from the text.
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7. List two things that Zora Neale Hurston portrays about her social context in writing her autobiography.
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8. Hurston discovered the Bible in an unusual way. Explain how she came to read the Bible. What parts did she like the most?
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9. What can you infer about Hurston's taste in literature as a child? Explain your answer, citing details from the text.
- a. She preferred stories with a clear moral.
 - b. She preferred stories about gods and goddesses.
 - c. She preferred the New Testament to the Old Testament.
 - d. She preferred stories with adventure and excitement.
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10. Define *brazenness* and give an example of Zora's brazen behavior.
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Extended Response

11. In her later life, Hurston became a folklorist and writer. Reread the details about her career in Prepare to Read. Then fill in the chart below, listing aspects of Hurston's character which you can infer from reading the excerpt from *Dust Tracks on a Road*. Cite details from the text that support your listings. Write an essay about the aspects of Hurston's character evident in the excerpt which may have helped her in her later career. How would these characteristics have aided, or hindered, her?



12. Why did the schoolchildren feel threatened when the visitors came to observe them? Do you think they felt more threatened by the visitors or by their own teachers? Answer these questions in a short essay, using evidence from the autobiography as support.
13. Write an essay in which you discuss what the excerpt from *Dust Tracks on a Road* reveals about race relations of that time. What attitudes and feelings can you infer from the incidents related? How did the blacks feel about the whites, and the whites about the blacks? Cite evidence from the selection to support your response.
14. Hurston carefully describes her reading likes and dislikes, mentioning Greek, Roman, and Norse mythology, *Gulliver's Travels*, *Grimm's Fairy Tales*, *Dick Whittington*, and the *Jungle Book*, among others. Why do you think she does this? Answer this question in an essay. As you write, you might want to consider what she has in common with the characters she admires and how she is different from the characters she does not admire.
15. One critic said of *Dust Tracks on the Road* that with it "Zora had found a recipe for success—entertain but don't blame." Write an essay discussing this view of Zora's purpose. In what sense does the selection support the critic's view? In what sense does it not? Cite examples from the text to support your ideas.

Oral Response

16. Choose question 1, 3, 8, 11, or 14 or the question your teacher assigns you. Take a few minutes to look through the selection to prepare an oral response to give in class. If necessary, make notes to be clear about the order in which you want to present your answer.

Rubric for Evaluating Extended Responses

0	1	2	3	4
Blank paper Foreign language Illegible, incoherent Not enough content to score	Incorrect purpose, mode, audience Brief, vague Unelaborated Rambling Lack of language control Poor organization	Correct purpose, mode, audience Some elaboration Some details Gaps in organization Limited language control	Correct purpose, mode, audience Moderately well elaborated Clear, effective language Organized (perhaps with brief digressions)	Correct purpose, mode, audience Effective elaboration Consistent organization Sense of completeness, fluency